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Passage One

Questions 46 to 50 are based on the following passage.

Selective colleges and universities in the U.S. are under fire for being too elite and too expensive, and for not training graduates for the world of work. Such charges ignore the fact that these institutions continue to prepare students for success in their work, for thoughtful engagement in civic life, for lifelong learning, and for understanding the world and those with whom we live.

These colleges and universities must be doing something right. Applications are at record highs, and the financial aid programs make them more accessible than ever. This model of education has long played a central role in creating opportunity, driving economic growth, and spurring innovation.

Yet, there is growing skepticism about the value of this model. The recent tax reform bill was a wake-up call that our strongest colleges and universities are under assault by some in government. The initial proposals would have made education affordably for many by taxing tuition waivers for graduate students and ending deductions for student loan interest. Thankfully, these provisions were ultimately stripped from the bill, but lawmakers let stand a new tax on the investment income of some colleges and universities.

While these attacks are motivated by misguided ideas, we need to do a better job of explaining why these claims are false and why what we do is valuable. We cannot take for granted that any of this is obvious.

It is often said that elite colleges and universities do not train students, particularly those who study the liberal arts, for the workforce. But this can be refuted by scholarly research. The data are clear: a liberal arts education is great career preparation, both for excellent lifetime earnings and for satisfaction with the work. This education develops the skills of critical thinking, rigorous analysis of data and facts, communicating with the written and spoken word, understanding of cultural differences and issues, and the ability to keep learning. In fact, liberal arts graduates do extremely well in

every imaginable field.

Access to an education at selective colleges and universities is now more available to low-and middle-income families than ever. We have built endowments from donations by alumni(□□) and parents who understand and appreciate our mission to provide access and opportunity, and a significant portion of the returns from these endowments is used to fund financial aid.

Ironically, the new tax on endowments drains financial aid funds from the very schools most able to offer opportunity to those who have earned a spot but cannot otherwise afford this education. Beyond the virtue of access to those who have earned a place at these schools, the diversity of economic backgrounds enhances the education and experience of all of our students.

46. What fact does the author emphasize concerning selective colleges and universities?

- A) They have been ignoring the training of graduates for the world of work.
- B) They have been doing well in ensuring their students a successful future.
- C) They have been constantly attacked for being too elite and too expensive.
- D) They have been actively engaged in civic life beyond the school campus.

47. What does the author say in arguing for the model of education in the U.S.?

- A) It has contributed substantially to the nation's overall development.
- B) It has succeeded in maintaining sustainable financial aid programs.
- C) It has given priority to innovative programs for graduate studies.
- D) It has played a central role in attracting international applicants.

48. What do we learn about the initial proposals concerning the recent tax reform bill?

- A) They would have stripped many students of life's chances.
- B) They would have deducted graduate student loan interest.
- C) They would have added to many students' financial burden.
- D) They would have increased the number of tuition waivers.

49. What do the data show about elite colleges and universities?

- A) Their graduates lack the rigor required for doing statistical analysis.
- B) Their students prove to be inadequately prepared for their future careers.
- C) Their focus on research is conducive to developing students' critical thinking.
- D) Their liberal arts education enables graduates to excel in whatever field they are in.

50. What is an advantage of providing financial aid for students?

- A) Every student can choose the institution they wish to attend.
- B) All students can benefit from a diversified student population.
- C) All students will be able to earn a place on university campus.
- D) Less privileged students will be more competitive at elite schools.

Passage Two

Questions 51 to 55 are based on the following passage.

When a group of Australians was asked why they believed climate change was not happening, about 36% said it was "common sense", according to a report published last year by the Commonwealth Scientific and Industrial Research Organization. This was the most popular reason for their opinion, with only 11% saying their belief that climate change was not happening was based on scientific research.

But what do we mean by an appeal to common sense? Presumably it's an appeal to rationality of some sort that forms the basis of more complex reasoning. The appeal to common sense, however, is usually nothing more than an appeal to thinking that just feels right, but what feels right to one person may not feel right to another. Whether it feels right is usually a reflection of the world view and ideologies we have interlined, and that frames how we interact with new ideas. When new ideas are in accord with what we already believe, they are more readily accepted. When they are not, they, and the arguments that lead to them, are more readily rejected.

We often mistake this automatic compatibility testing of new ideas with existing beliefs as an application of common sense. But, in reality, it is more about judging than thinking. As Nobelist Daniel Lineman notes in *Thinking Fast and Slow*, when we arrive at conclusions in this way, the outcomes also feel true, regardless of whether they are. We are not psychologically well equipped to judge our own thinking.

We are also highly susceptible to a range of cognitive biases, such as giving preference to the first things that come to mind when making decisions or giving weight to evidence.

One way we can check our internal biases and inconsistencies is through the social verification of knowledge, in which we test our ideas in a rigorous and systematic way to see if they make sense not just to us, but to other people. The outstanding example of this socially shared cognition is science.

That does not mean that individuals are not capable of excellent thinking, nor does it mean no individual is rational. But the extent to which individuals can do this on their own is a function of how well integrated they are with communities of systematic inquiry in the first place. You can't learn to think well by yourself.

In matters of science at least, those who value their common sense over methodological, collaborative investigation imagine themselves to be more free in their thinking, unbound by involvement with the group, but in reality they are tightly bound by their capabilities and perspectives. We are smarter together than we are individually, and perhaps that's just common sense.

51. What does the author intend to show by citing the findings from the report

published last year?

- A) People seldom appeal to rationality in their thinking.
 - B) It is often the case that truth lies in the hands of a few.
 - C) Common sense and science are the two sides of a coin.
 - D) Few people know if climate change is really happening.
52. What is the appeal to common sense according to the author?
- A) It is the basis for the internalization of individuals' ideologies.
 - B) It is a series of conceptions formulated from complex reasoning.
 - C) It is collective wisdom that helps people interact with new ideas.
 - D) It is something subjective based on what one perceives to be right.
53. What does Daniel Lineman think is the problem of testing new ideas with existing beliefs?
- A) It may lead to incorrect judgment. B) It makes no use of common sense.
 - C) It fails to correct mistakes through serious reasoning.
 - D) It can produce psychologically unacceptable outcomes.
54. What can we do to be less susceptible to cognitive biases?
- A) Give equal weight to evidence of both sides in a conflict.
 - B) Provide convincing examples in developing an argument.
 - C) Establish socially shared cognition via scientific methods.
 - D) Avoid inconsistencies when addressing controversial issues.
55. What message does the author try to convey at the end of the passage?
- A) Multiple perspectives stimulate people's interest in exploring the unknown.
 - B) Individuals can enhance their overall capabilities by interacting with others.
 - C) Individuals should think freely to break from the restrictions of common sense.
 - D) Collaborative efforts can overcome individuals' limitations in scientific inquiry.



Passage One

Questions 46 to 50 are based on the following passage.

Since American idol star Karyn Southern started composing music with AI in 2017, musicians all over the world have begun wondering about the implications of AI and modern technology where music production is concerned. Using AI in the creation of music is perceived by some as a helpful tool and by others as almost "the beginning of the end".

In Karyn's case, AI software enabled her to communicate melodies and

chords that she didn't know how to put together herself. The end product was therefore a collaborative effort, rather than a piece entirely produced by technology. Karyn's story has a distinctly positive feel that highlights the advantages of using AI in music production. It can serve as a source of inspiration, and as an ideal jumping-off point should a musician be hit with writer's block(□□□□).

Contrary to seeing AI as a tool, some musicians consider it to be hugely detrimental to the music scene. At the moment, because such technology is still so young, the music it's producing is not necessarily what we want to hear. In short, it's not of great quality. Those who have produced their own music, or even fans of authentic, artistic music, will also argue that a computer could never emulate the work (and human touch) of a true musician.

Music has been an integral part of the story of humans for ages; in fact, the first known piece of music is believed to be around 3,400 years old. Songs have long been used as a means of communicating messages and folk stories, covering everything from societal ethics to world history. Since many people see music as such an inherently human expression, it is often considered as too precious to impart to technology. The thought of a computer generating a "random" piece of music that hasn't been painstakingly created by an artist is almost seen as sacrilegious(□□□□□).

Regardless of which side of the argument you fall on, it seems likely that the use of AI in music production will only become more frequent. Our modern world is preoccupied with technological advancements. Instead of shying away from the idea of this bleak future, the best approach to take is one of optimism and curiosity. While there are always bound to be stubborn old-school musicians who refuse to use tech, music producers should consider AI as something to be embraced. AI music software is still very much in its infancy, but with more investors interested in the development and outcomes of such technology, and considering the rapid growth rate of other tech advances in recent years, it's only a matter of time before AI-produced music is seen as the new norm.

46. How do some musicians perceive using AI in creating music?

- A) It would help to produce more music idols.
- B) It would be detrimental to music production.
- C) It would hinder the understanding of authentic music.
- D) It would be the beginning of a new era in music creation.

47. What does Karyn Southern's story illustrate?

- A) AI technology is conducive to music composition.
- B) Musicians will be unable to create music without high tech.
- C) Musicians are often at their wits' end in their creative effort.
- D) AI technology is indispensable to creating melodies and chords.

48. Why are some musicians opposed to the use of AI in creating music?

- A) Music produced with AI technology lacks humanness.

- B) Music created with AI technology is easily emulated.
 - C) It will depreciate humans' role in music composition.
 - D) It will deplete young musicians' creative inspiration.
49. Why do many people think music is too precious to impart to AI technology?
- A) It cannot be created without pains. B) It cannot be produced at random.
 - C) It is part of human life. D) It is human specific.
50. What does the author think of the future of AI music?
- A) It will continue to arouse the interest of music investors.
 - B) It has the prospect of becoming the norm in the future.
 - C) It will be gradually accepted by old-school musicians.
 - D) It may eventually lose its freshness and appeal.

Passage Two

Questions 51 to 55 are based on the following passage.

A few weeks ago, a well-meaning professor tried to explain the physiological process behind viruses and the human body in a tweet and was immediately criticized for a mistake in his information. He then issued an apology and deleted his erroneous tweet.

Communicating science beyond the academic bubble is necessary to augmenting public understanding of health and environmental issues and helping individuals make well-informed personal decisions.

However, scientists who engage in science communication must acknowledge that even in their area, their expertise is deep but narrow. They need to recognize the constraints in their own knowledge. That is not to suggest that they only write or present on their own research, but rather, that they consult with an expert if the topic is outside of their discipline. Fact-checking with a scientist who works in the specialty will prevent the unintentional spread of misinformation, and the process of doing so may yield tiny pieces of interesting new information that can be incorporated.

Some have argued that the public is not educated enough to understand scientific information, especially for any complex phenomena, but this is absurd. Science instruction can be found at all levels of public education with most secondary schools offering classes on biology, physics, and chemistry. If anything, social media has shown that the public craves knowledge based on a solid scientific foundation. Even the public discourse that follows most scientific articles shows that online readers can understand even the most baffling of scientific principles.

It is equally imperative to emphasize that being an expert on a topic doesn't automatically make a scholar qualified to communicate it to a

nonscientific audience. A number of scientists recently have been offering public-aimed explanations of scientific phenomena. Even though they have appropriate credentials, they often do very little in the way of explaining. One biologist shared a complicated analogy involving a library, books, paper, a recipe, ingredients, and a cake to explain the process behind vaccines. Any explanation that requires a written key to keep track of what each item represents is not a clear example for public consumption.

Science communication is a science in and of itself. It requires rigorous training and instruction. A scientist should take communication courses that can teach a person how to identify and eliminate jargon and how to develop effective analogies to explain complex concepts. One cannot assume communication expertise - imagine if someone just decided that they were a physicist and started trying to contribute to the field without the necessary background. Doing a poor job communicating science to the public will only create confusion and widen the gap between science and society, a gap that scientists are trying to close.

51. What does the author say about communicating science to the general public?

- A) It will help them to keep abreast of the latest scientific developments.
- B) It is a necessary means to improve their understanding of scientific issues.
- C) It will get them more involved in academic debates on environmental problems.
- D) It is an effective way to augment scientists' influence beyond the academic circle.

52. What does the author advise scientists to do to deal with topics outside of their specialty?

- A) Write or present on them from new angles. B) Utilize information from diverse sources.
- C) Turn to a specialist for professional help. D) Fact-check with colleagues in their field.

53. What does the author say we can learn from social media?

- A) A solid academic foundation is essential to understanding baffling scientific principles.
- B) Modern technology has facilitated communication between scientists and the public.
- C) Scientific articles have gained increasing popularity among the general public.
- D) The public's understanding of science is much better than some have claimed.

54. What does the example of the biologist who shared an intricate analogy show?

- A) It is helpful to use illustrations in explaining scientific phenomena.
- B) It is imperative to have appropriate titles to explain scientific issues.
- C) A learned scholar is not necessarily a qualified science communicator.

- D) A nonscientific audience cannot duly understand principles of science.
55. What does the author suggest scientists do to close the gap between science and society?
- A) Explain complex concepts scientifically. B) Make appropriate use of scientific terms.
- C) Take courses in public speaking. D) Develop communication skills.

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Passage One

Questions 46 to 50 are based on the following passage.

The U.S. and China don't agree on much these days. Germany and France share a border and a currency but are frequently at odds. The U.K. and India like to march to their own drum. But there's one issue on which all these countries see eye to eye: Technology companies are too big, too powerful, and too profitable. And that power is only likely to intensify, leaving governments with no choice but to confront it head-on by taking the companies to court, passing new competition laws, and perhaps even breaking up the tech giants.

China is the latest to implement an anti-trust crackdown, unveiling anti-monopoly rules last month. The draft rules followed the surprise suspension of a \$37 billion stock offering by billionaire Jack Ma's Ant Group Co., making clear that no company can evade the government's regulation. The moves in China coincide with accelerating efforts in the U.S. and Europe to rein in Amazon.com, Apple, Facebook, and Google.

"The big get bigger and bigger but without being better," says Andreas Schwab, a German member of the European Parliament who championed a 2014 resolution to break up Google, "Growing economic power, growing influence on local markets all over the world, and a growing concern of competitors and consumers altogether have made it happen now."

In this new anti-trust era, the old focus on pricing power no longer applies, because several of the biggest tech companies have established trillion-dollar monopolies by charging consumers next to nothing. Tech giants are increasingly assuming powerful positions in banking, finance, advertising, retail, and other markets that force smaller businesses to rely on their platforms to reach customers.

For years, Europe alone confronted the power of digital giants. Governments were alarmed that European companies were failing to match Silicon Valley's innovations or to stop Google and Facebook from vacuuming

up personal data and, with that, advertising revenue. Led by Margrethe Vestager, the European Union's competition chief, countries have sought to police the market and encourage fair play.

In China the crackdown has been driven at least partly by fear that the homegrown tech industry is becoming too powerful. The country has long championed Alibaba and Tencent, but their massive accumulation of data on the Chinese citizenry is a growing concern for Beijing.

In the U.S., a new breed of anti-trust experts argues that consideration should be given to privacy, control over data, workers' rights, and the overall impact on smaller companies. And the public in general have grown increasingly skeptical of social media companies. More than 60% say the sector has a negative effect on the country, and almost half want more regulation for social media, according to a 2020 Pew Research Center study.

46. What does the author say is the issue all major economic powers have to address?

- A) How to ensure the sustainable growth of their tech giants.
- B) How to keep the competitiveness of their tech companies.
- C) How to break up the powerful giant tech companies.
- D) How to stop tech companies from gaining monopoly.

47. What does the suspension of Ant Group Co.'s stock offering suggest?

- A) All attempts to evade regulation are doomed to failure.
- B) All attempts to monopolize sales must be cracked down.
- C) All companies must be regulated by the government.
- D) All companies, domestic or foreign, are created equal.

48. How are smaller companies impacted by tech giants' business expansion?

- A) They can no longer do business independent of tech giants.
- B) They are frequently denied access to tech giants' platforms.
- C) They have to change marketing strategies to keep customers.
- D) They no longer have the power to price their own products.

49. What have EU countries done to confront the power of digital giants?

- A) They have imposed strict regulation over digital giants' advertising.
- B) They have considered regulatory action to promote fair competition.
- C) They have limited sales of digital giants' products.
- D) They have sought to protect consumers' privacy.

50. What do Americans generally think of social media companies according to the author?

- A) They are invading people's privacy.
- B) They are increasingly influential.
- C) They are becoming untrustworthy.
- D) They are growing out of control.

Passage Two

Questions 51 to 55 are based on the following passage.

Born from the accessibility of mass air travel, modern international tourism has been popularized as "holiday-making" in regions that offer comparative advantages of sand, sun and sea. Travel is often portrayed as a tool for personal growth and tourism as an economic motor for destination countries and cities. There is a tendency to assume that tourism is good for everyone involved.

Today the big bang of tourism drives over 1.2 billion tourists across international borders annually. Many popular places are literally being loved to death. Recent protests in ports of call like Venice and Barcelona against disturbances created by cruise ships show the unfortunate consequences of emphasizing quantity over quality in tourism.

Uncontrolled tourism development has become a primary driver of social and environmental disruption. Tourism studies provide much documentation of the many negative social impacts of tourism and resulting resentment that local populations direct toward visitors.

Antagonism toward tourists typically develops in mature, heavily visited destinations. Protests in heavily visited destinations suggest that traditional tourism has overstayed its welcome.

Residents often become frustrated when the benefits of tourism are not felt locally. Although it can generate foreign exchange, income and employment, there's no guarantee that multinational hotel chains will allocate these benefits equitably among local communities.

On the contrary, when people stay at large resorts or on cruise ships, they make most of their purchases there, leaving local communities little opportunity to benefit from tourist spending. These forms of tourism widen economic and political gaps between haves and have-nots at local destinations.

In recent decades, local residents in destination communities also have found themselves negotiating new cultural boundaries, class dynamics, service industry roles and lifestyle transformations. For example, data show that tourism activity corresponds to increased social problems as local residents adopt the behaviors of tourists.

What does all this mean for the everyday traveler?

First, all tourists should make every effort to honor their hosts and respect local conditions. This means being prepared to adapt to local customs and norms, rather than expecting local conditions to adapt to travelers.

Second, tourism is a market-based activity and works best when consumers reward better performers. In the information age, there's little excuse for travelers being uninformed about where their vacation money goes and who it enriches.

Informed travelers also are better able to distinguish between multinational companies and local entrepreneurs whose businesses provide direct social, environmental, and economic benefits for local residents. Such

businesses are in love with the destination and are therefore deserving of market reward. In the long run, being a responsible traveler means ensuring net positive impacts for local people and environments. With the information available at our fingertips, there has never been more opportunity to do so.

51. What is the popular assumption about international tourism?

- A) Its benefits may compensate for the adverse environmental consequences.
- B) Its rapid development is attributed to people's improved living standard.
- C) It appeals to people in places with favorable geographical conditions.
- D) It contributes to the economy of destination countries and regions.

52. What do we learn from some studies about uncontrolled tourism development?

- A) It gives rise to an increase in mass confrontations.
- B) It incurs local residents antagonism to tourists.
- C) It inhibits the steady growth of local economy.
- D) It brings in a large chunk of mobile population.

53. Why does the author say local residents of popular destinations often feel frustrated?

- A) They fall victim to social conflicts and environmental disturbances.
- B) They have little opportunity to enjoy themselves on cruise ships.
- C) They cannot find employment in multinational hotel chains.
- D) They do not think they benefit as much as they deserve.

54. How does the author say local residents in destination communities respond to tourism activity?

- A) They endeavor to adapt to it.
- B) They readily adopt new lifestyles.
- C) They immerse tourists in their culture.
- D) They try to upgrade their business models.

55. What can tourists do to exert more positive impacts on the tourist destinations?

- A) Show interest in local customs and lifestyles.
- B) Seek possibilities to invest in local companies.
- C) Use the services provided by local businesses.
- D) Give favorable comments about their services.

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Passage One

Questions 46 to 50 are based on the following passage.

Many people associate their self-worth with their work. The more successful their career, the better they feel about themselves. Work-related self-esteem is therefore a worthy ideal to pursue with vigor, right? Well, not always. According to recent research, in which psychologists interviewed 370 full-time workers over a period of three weeks, the reality is a little more complicated. And it involves negative as well as positive consequences.

It's natural to be drawn towards pleasure and to step away from pain. In the workplace, if that pleasure comes from a triumph which swells our self-respect, people will try to repeat the accomplishment. But repeating that accomplishment is often not realistic, which can lead to severe negative emotional consequences when it doesn't reoccur. This form of motivation is widely regarded as a negative type of motivation. It can hinder other more positive motivation types, such as completing a task purely because it's fulfilling or enjoyable.

What consumes the employee instead is a pressing need to feel mighty and sure of themselves. They then take on only tasks and objectives which serve that ego-driven need. As a result, to avoid feelings of shame and worthlessness associated with failure, they extend themselves to such a degree that there's a subsequent adverse effect on their well-being. This internal pressure to succeed at all costs demands a lot of effort. It depletes their energy, culminating in disproportionate levels of damaging sentiment.

Those negative emotions mount into heightened anxiety, impacting their ability to make the most of their personal life. Their desire to avoid feeling inferior ends up making them feel inferior when it comes to their diminished capacity for friendship and leisure. They end up dissatisfied both at work and outside of it.

But thankfully, for those people compelled almost entirely by this specific form of motivation, the news isn't all bad, or bad at all. The study also discovered several positive outcomes that can actually outweigh the harmful

ones. Though these types of employees are motivated by the desire to avoid negative consequences, they are also motivated by the excitement of pursuing emotional rewards. This excitement makes pursuing goals enjoyable and stimulates pleasure and pride that would result from success. An effect of the positive motivation is that it neutralizes the existence of negative motivation.

Sure, it affects people's personal lives to what could be deemed an unhealthy extent, because leisure activities are often seen as a part of life that must be sacrificed to manage work and family demands. However, the way people feel about their work has less to do with whether they're motivated by the preservation of self-esteem but more with the fact that they're simply motivated.

46. What does the author say about the pursuit of work-related self-esteem?

- A) It may result in negative motivation.
- B) It contributes to one's accomplishments.
- C) It can increase one's vigor as one keeps trying.
- D) It costs too much emotionally and psychologically.

47. What do employees tend to do in pursuing work-related self-esteem?

- A) Take on tasks well beyond their actual capabilities.
- B) Strive to succeed at the expense of their well-being.
- C) Resort to all means regardless of the consequences.
- D) Exaggerate their sense of shame and worthlessness.

48. What do we learn about people over-concerned with work-related self-esteem?

- A) They may often feel inferior to their colleagues.
- B) They cannot enjoy their personal life to the full.
- C) They are never satisfied with their achievements.
- D) They have their own view of friendship and leisure.

49. What is the good news we learn from the recent research?

- A) The pursuit of goals may turn out to be enjoyable and pleasant.
- B) The emotional rewards from goal pursuit are worth the pains taken.
- C) The negative consequences of goal pursuit can mostly be avoided.
- D) The goal of swelling self-esteem can be achieved if one keeps trying.

50. What can we infer from the last paragraph?

- A) Workers have to make sacrifices to preserve self-esteem.
- B) Self-esteem swells when workers are strongly motivated.
- C) Pursuit of goals affects people's personal lives to an unhealthy extent.
- D) People feel positive about their work as long as they are motivated.

Passage Two

Questions 51 to 55 are based on the following passage.

Degradation of the world's natural resources by humans is rapidly outpacing the planet's ability to absorb the damage, a recent UN environmental study has found. The study concludes that without radical action the level of prosperity that millions of people in the developed world count on will be impossible to maintain or extend to poorer countries.

Water scarcity is the curse of some of the poorest regions on Earth, leaving developing countries increasingly unable to feed themselves, and causing hardship for millions of people. There appears little prospect of this desperate situation being remedied without radical action being taken. Water resources are under increasing threat from population growth, climate change, rapid urbanisation, rising levels of consumption, and the degradation of lands that previously provided a natural replenishment(补充) of water resources.

The rate of damage to the natural environment was found to increase globally, despite concerted efforts to persuade governments to take measures to improve the condition. "If current trends continue, and the world fails to improve patterns of production and consumption, then the state of the world's environment will continue to decline," warned UN executive director Achim Steiner.

He said the tools for improving the environment for millions of people existed in developed countries, but were in danger of not being used.

The study found that basic measures to tackle some of the key causes of environmental damage were still not being taken. These included measures to reduce air pollution; to control the damage to marine eco-systems, which can have a huge effect on fish stocks on which hundreds of millions of people depend; and to curb the degradation of land where modern agricultural methods were pursued without regard to the longer-term consequences.

Despite the recent global agreement on cutting greenhouse gas emissions, global carbon output continues to rise. This will put a long-term strain on the ability of developing economies to feed their own people. Climate change is aggravated by the emissions of greenhouse gases from chemical and natural fertilisers used in agriculture which increased by more than a quarter between 2000 and 2010. Other problem areas identified in the report included glaciers, which provide vital water resources for millions of people, but which are shrinking as the climate warms.

In rich countries, these problems have built up over decades and centuries while economic growth was pursued at the expense of the environment. Subsequent efforts to remedy the environment have met with partial success. But in developing countries, the path of future development

has more potential to change, which has encouraged international institutions to devise more sustainable growth pathways that are supposed both to alleviate poverty and preserve the environment.

51. What is the major finding of the UN environmental study?
- A) Human activity has rendered Mother Earth almost uninhabitable.
 - B) Humans are doing more damage to the earth than it can cope with.
 - C) Environmental problems have considerably weakened human prosperity.
 - D) Environmental damage is more serious in developed countries these days.
52. What is said about water scarcity in some of the poorest regions?
- A) It is getting so serious that there is little hope of solution.
 - B) It largely accounts for their slow economic development.
 - C) It can hardly be relieved if no drastic measures are taken.
 - D) It is primarily caused by the acceleration of climate change.
53. What does Achim Steiner say about the environmental condition?
- A) It will deteriorate worldwide.
 - B) It is attracting global attention.
 - C) It is being slowly remedied globally.
 - D) It will shrink the world's population.
54. What is the dilemma developing countries face?
- A) They cannot modernise farming without causing land degradation.
 - B) They cannot promote industrialization without polluting waterways.
 - C) They cannot boost crop yields without causing greenhouse gas emissions.
 - D) They cannot catch up with rich countries without sacrificing the environment.
55. What should developing countries do in their future development according to the passage?
- A) They turn to developed countries for the assistance they need.
 - B) They remedy environmental damage by slowing economic growth.
 - C) They avoid damaging interference from international institutions.
 - D) They improve people's livelihood without harming the environment.

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Passage One

Questions 46 to 50 are based on the following passage.

Some people in the US have asserted that forgiving student loan debt is one way to stimulate the economy and give assistance to those in need. One government proposition is to eliminate \$10,000 of debt for 'economically distressed' students. Some in US Congress have gone so far as to suggest forgiving up to \$50,000 in debt per student borrower, but does forgiving

student debt necessarily correlate to helping the economically disadvantaged?

The answer is no. This policy is just giving money away to universities and the most affluent students in attendance. Federal Reserve data reveals that the highest-income 40 percent of households owe approximately 60 percent of outstanding student debt, while the lowest 40 percent owe just under 20 percent. This could be due to a combination of factors: students from high-income households are more likely to go to expensive colleges, less likely to receive financial aid, and more likely to have high incomes post-graduation. Plus, the majority of student debt is held by graduate degree earners, who earn approximately 25 percent more than their undergraduate counterparts. Clearly, giving free reign to banks to forgive student debt is a step in the wrong direction.

Other proposals for broader, long-term student loan plans have some fundamental problems. One idea is to cancel student debt only for undergraduate degrees and for students making less than \$125,000.

This attempts to address the fact that Congress's previously mentioned student loan forgiveness plan largely helps out the wealthy, but is an adverse incentive for universities to keep raising tuition and for students to choose to major in low-earning degree programs. Colleges have no reason to make their programs more affordable if they believe students will just take out more debt. And, students will feel more comfortable making the irresponsible decision to go tens of thousands of dollars in debt to major in impractical or idealistic subjects if they know their loans will be forgiven.

This is especially concerning given the pandemic() has rendered a college education practically worthless. Students are paying tens of thousands of dollars per year to live at home and be lectured on the Internet. Do we really want to tell colleges that they can get away with providing below-average service for an outrageous cost?

In the case of any of these student debt plans, working-class Americans who chose not to or could not afford to go to college will be subsidizing the education of the professional class. Plumbers and retail workers will be paying for the degrees of doctors and lawyers.

The US government's effort to help those in debt is commendable but is this really the solution that will help the poor financially recover?

46. Why do some people advocate forgiving student loan debt?

- A) They assert it will narrow the gap between the wealthy and the poor.
- B) They believe it will benefit both the economy and the underprivileged.
- C) They claim it will eliminate economic distress among college students.
- D) They think the cost of education is the responsibility of the government.

47. What do we learn from the Federal Reserve data?

- A) Approximately 60% of student debt remains unpaid.
- B) Cancelling student debt benefits wealthy families most.
- C) Forgiving student debt provides little benefit to universities.

- D) Low-income families owe the biggest amount of student debt.
48. What does the author say students are likely to do if they know they needn't repay their loans?
- A) They will choose to study subjects without considering their job prospects.
 - B) They will be free to pursue their goals without being burdened financially.
 - C) They will over-borrow and live beyond their means.
 - D) They will be able to enroll in expensive universities.
49. What does the author imply about colleges offering online education?
- A) They cannot get away with the serious consequences.
 - B) They have suffered greatly from the current pandemic.
 - C) The tuition they charge is not justified by the quality of their service.
 - D) The tuition they charge has surged outrageously during the pandemic.
50. What will happen if any of the proposed student debt plans is implemented?
- A) Plumbers and retail workers will have a chance of becoming professionals.
 - B) Working-class students will have increasing access to subsidized education.
 - C) Blue-collar workers will have to bear the cost of educating would-be high-earners.
 - D) A growing number of students will be able to earn degrees in medicine and law.

Passage Two

Questions 51 to 55 are based on the following passage.

If there's one rule that most parents cling to in the confusing, fast-changing world of kids and media, it's "No screens before age 2."

As of today, that rule has been thrown out the window.

The American Academy of Pediatrics (AAP), which first issued that recommendation back in 1999, has extensively updated and revised its guidelines for children and adolescents to reflect new research and new habits.

The new guidelines, especially for very young children, shift the focus from WHAT is on the screen to WHO else is in the room. And in doing so, they raise some intriguing points about the future of learning from media.

For babies younger than 18 months, AAP still says no screens at all are the best idea - with one notable exception: Live video chat. Surveys indicate that families already popularly believe that "Face time doesn't count", or at least that the benefit of virtual visits with grandparents or other relatives outweighs the potential cost of exposing babies to the laptop or smartphone.

The AAP doesn't cite positive evidence that infants actually get something out of his kind of "conversation", the way that they clearly do from live social

interaction. But there's some observational research that infants as young as six months old are emotionally engaged by playing live peekaboo(peekaboo) with Grandma online.

For infants and toddlers(15 months to 2 years old), there's limited evidence from a couple of very small studies that they can learn new words from educational media, if and only if parents are watching alongside them, repeating what the video says and/or drawing attention to what is on the screen. In other words, treating a video or an app like a picture book is the best bet.

The flip side of this is that many studies have actually shown poorer language skills correlated with earlier solo viewing of "educational" videos. There's also research that shows language delays in children who watch more TV and start watching earlier. In both cases, the problem seems to be media replacing interaction with people. For this reason, the new AAP guideline has changed from "avoid all screens under age 2" to "avoid solo media use in this age group."

For preschoolers ages 2 to 5, there's more evidence that they have the ability to transfer knowledge from screens to the real world, including early literacy and math. For this age group, AAP recommends no more than an hour a day of screen use. And, just as with younger children, they want care-givers to take part in screen time: "Co-view with your children, help children understand what they are seeing, and help them apply what they learn to the world around them."

51. What do we learn about the "No screens under 2" rule?

- A) It has met more and more resistance from parents.
- B) It has proved helpful to children's healthy growth.
- C) It confuses parents with regard to kids education.
- D) It has been discarded in line with recent research.

52. What do the new AAP guidelines advocate?

- A) Young children should be accompanied by parents during screen time.
- B) Parents should be emotionally involved in their children's upbringing.
- C) Young children should watch videos carefully selected by parents.
- D) Parents should protect their children from too much media exposure.

53. What do families think of live video chat according to surveys?

- A) It should not be regarded as screen time.
- B) It helps babies to develop their verbal skills.
- C) It is not as harmful as playing games on laptops.
- D) It is a good substitute for video viewing.

54. What do researches find about kids solo viewing educational videos?

- A) It arouses their interest in language learning.
- B) It works no better than reading picture books.
- C) It hampers their development of language skills.
- D) It helps them acquire independent learning skills.

55. What does the author say about preschoolers ages 2 to 5?

- A) They can understand pretty well what they see on the screen.
- B) They can learn on their own without much parental guidance.
- C) They can make use of educational videos to develop digital literacy.
- D) They can relate what they learn on the screen to real life situations.

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Passage One

Questions 46 to 50 are based on the following passage.

How can one person enjoy good health, while another person looks old before her time? Humans have been asking this question for thousands of years, and recently, it's becoming clearer and clearer to scientists that the differences between people's rates of aging lie in the complex interactions among genes, social relationships, environments and lifestyles. Even though you were born with a particular set of genes, the way you live can influence how they express themselves. Some lifestyle factors may even turn genes on or shut them off.

Deep within the genetic heart of all our cells are telomeres, or repeating segments of noncoding DNA that live at the ends of the chromosomes(□□□). They form caps at the ends of the chromosomes and keep the genetic material together. Shortening with each cell division, they help determine how fast a cell ages. When they become too short, the cell stops dividing altogether. This isn't the only reason a cell can age - there are other stresses on cells we don't yet understand very well - but short telomeres are one of the major reasons human cells grow old. We've devoted most of our careers to studying telomeres, and one extraordinary discovery from our labs is that telomeres can actually lengthen.

Scientists have learned that several thought patterns appear to be unhealthy for telomeres, and one of them is cynical hostility. Cynical hostility is defined by high anger and frequent thoughts that other people cannot be trusted. Someone with hostility doesn't just think, "I hate to stand in long lines"; they think, "Others deliberately sped up and beat me to my rightful position in the line!" - and then get violently agitated. People who score high on measures of cynical hostility tend to get more heart disease, metabolic disease and often die at younger ages. They also have shorter telomeres. In a study of British civil servants, men who scored high on measures of cynical hostility had shorter telomeres than men whose hostility scores were low. The most hostile men were 30% more likely to have short telomeres.

What this means: aging is a dynamic process that could possibly be accelerated or slowed - and, in some aspects, even reversed. To an extent, it has surprised us and the rest of the scientific community that telomeres do not simply carry out the commands issued by your genetic code. Your telomeres are listening to you. The foods you eat, your response to challenges, the amount of exercise you get, and many other factors appear to influence your telomeres and can prevent premature aging at the cellular level. One of the keys to enjoying good health is simply doing your part to foster healthy cell renewal.

46. What have scientists come to know better today?

A) Why people age at different rates. B) How genes influence the aging process.

C) How various genes express themselves in aging.

D) Why people have long been concerned about aging.

47. Why are some lifestyle factors considered extremely important?

A) They may shorten the process of cell division. B) They may determine how genes function.

C) They may affect the lifespan of telomeres. D) They may account for the stresses on cells.

48. What have the author and his colleagues discovered about telomeres?

A) Their number affects the growth of cells. B) Their length determines the quality of life.

C) Their shortening process can be reversed. D) Their health impacts the division of cells.

49. What have scientists learned about cynical hostility?

A) It may lead to confrontational thought patterns.

B) It may produce an adverse effect on telomeres.

C) It may cause people to lose their temper frequently.

D) It may stir up agitation among those in long lines.

50. What do we learn from the last paragraph about the process of aging?

A) It may vary from individual to individual. B) It challenges scientists to explore further.

C) It depends on one's genetic code. D) It may be controlled to a degree.

Passage Two

Questions 51 to 55 are based on the following passage.

Scientists have created by accident an enzyme() that breaks down plastic drinks bottles. The breakthrough could help solve the global plastic pollution crisis by enabling for the first time the full recycling of bottles.

The new research was spurred by the discovery in 2016 of the first

bacterium that had naturally evolved to eat plastic at a waste dump in Japan. Scientists have now revealed the detailed structure of the crucial enzyme produced by the bug.

An international team then adjusted the enzyme to see how it had evolved, but tests showed they had accidentally made the molecule even better at breaking down the plastic used for drinks bottles. "What actually turned out was we improved the enzyme, which was a bit of a shock," said head researcher Prof. McGeehan, at the University of Portsmouth, UK.

Currently, the enzyme takes a few days to start breaking down the plastic, far faster than the centuries it takes in the oceans, but the researchers are optimistic this can be speeded up even further and become a viable large-scale process.

"What we are hoping to do is use this enzyme to turn this plastic back into its original components, so we can literally recycle it back to plastic," said McGeehan. "It means we won't need to dig up any more oil and, fundamentally, it should reduce the amount of plastic in the environment."

About 1 million plastic bottles are sold each minute around the globe and, with just 14% recycled, many end up in the oceans where they have polluted even the remotest parts, harming marine life and potentially people who eat seafood. "Plastic is incredibly resistant to degradation," said McGeehan. "It is one of these wonder materials that has been made a little bit too well."

Currently those bottles that are recycled can only be turned into opaque fibres for clothing or carpets, while the new enzyme indicates a way to recycle old clear plastic bottles back into new clear plastic bottles.

"You are always up against the fact that oil is cheap, so plastic is cheap," said McGeehan. "It is so easy for manufacturers to generate more of that stuff, rather than even try to recycle, but I believe there is a public interest here: perception is changing so much that companies are starting to look at how they can properly recycle these bottles."

Prof. Adisa Azapagic, at the University of Manchester in the UK, agreed the enzyme could be useful but added: "A full life-cycle assessment would be needed to ensure that the technology does not solve one environmental problem - waste - at the expense of others, including additional greenhouse gas emissions."

51. What do we learn from the passage about an enzyme scientists have created?

- A) It was identified during a lab experiment accident.
- B) It may make full recycling of plastic bottles a reality.
- C) It was a breakthrough made with persistent efforts.
- D) It may initiate a radical reform in plastic industry.

52. What does the passage say about the bug that produces the important enzyme?

- A) It has a natural ability to consume plastics.
- B) It is a bacterium that reproduces at a high rate.

- C) It is essential to the recycling of plastic bottles.
 D) It has a chemical structure unknown to scientists.
53. By adjusting the enzyme produced by the bug the scientists _____.
 A) made it more effective by chance B) discovered an extraordinary chemical
 C) altered its basic molecular composition D) found its evolutionary process sped up
54. What does Prof. McGeehan say about the recycling of plastic bottles?
 A) Manufacturers are implementing it on an increasingly larger scale.
 B) It generates huge business opportunities for plastic manufacturers.
 C) It has aroused persistent interest among the general public.
 D) Manufacturers are beginning to explore ways of doing it.
55. What is Prof. Adisa Azapagic's advice concerning the application of the enzyme?
 A) Developing technologies to address greenhouse gas emissions.
 B) Considering the extra cost involved in producing the enzyme.
 C) Assessing its possible negative impact on the environment.
 D) Studying the full life cycle of the enzyme as the first step.

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Passage One

Questions 46 to 50 are based on the following passage.

The ability to make inferences from same and different, once thought to be unique to humans, is viewed as a cornerstone of abstract intelligent thought. A new study, however, has shown that what psychologists call same-different discrimination is present in creatures generally seen as unintelligent: newborn ducklings(□□).

The study, published Thursday in *Science*, challenges our idea of what it means to have a birdbrain, said Edward Wasserman, an experimental psychologist at the University of Iowa who wrote an independent review of the study.

"In fact, birds are extremely intelligent and our problem pretty much lies in figuring out how to get them to 'talk' to us, or tell us how smart they really are," he said.

Antone Martinho and Alex Kacelnik, co-authors of the new paper, devised a clever experiment to better test bird intelligence.

First, they took 1-day-old ducklings and exposed them to a pair of moving objects. The two objects were either the same or different in shape or color.

Then they exposed each duckling to two entirely new pairs of moving objects.

The researchers found that about 70% of the ducklings preferred to move toward the pair of objects that had the same shape or color relationship as the first objects they saw. A duckling that was first shown two green spheres, in other words, was more likely to move toward a pair of blue spheres than a mismatched pair of orange and purple spheres.

Ducklings go through a rapid learning process called imprinting shortly after birth - it's what allows them to identify and follow their mothers.

These findings suggest that ducklings use abstract relationships between sensory inputs like color, shape, sounds and odor to recognize their mothers, said Dr. Kacelnik.

By studying imprinting, the authors of this study have shown for the first time that an animal can learn relationships between concepts without training, said Jeffrey Katz, an experimental psychologist at Auburn University who was not involved in the study.

Previous studies have suggested that other animals, including pigeons, dolphins, honeybees and some primates(灵长类), can discern same from different, but only after extensive training.

Adding ducklings to the list - particularly untrained newborn ducklings - suggests that the ability to compare abstract concepts "is far more necessary to a wider variety of animals' survival than we previously thought," Dr. Martinho said. He believes the ability is so crucial because it helps animals consider context when identifying objects in their environment.

It's clear from this study and others like it that "animals process and appreciate far more of the intricacies in their world than we've ever understood," Dr. Wasserman said. "We are in a revolutionary phase in terms of our ability to understand the minds of other animals."

46. In what way were humans thought to be unique?

- A) Being a major source of animal intelligence.
- B) Being the cornerstone of the creative world.
- C) Being capable of same-different discrimination.
- D) Being able to distinguish abstract from concrete.

47. What do we learn from the study published in Science?

- A) Our understanding of the bird world was biased.
- B) Our conception of birds' intelligence was wrong.
- C) Our communication with birds was far from adequate.
- D) Our knowledge about bird psychology needs updating.

48. What did the researchers discover about most ducklings from their experiment?

- A) They could associate shape with color.
- B) They reacted quickly to moving objects.
- C) They preferred colored objects to colorless ones.
- D) They could tell whether the objects were the same.

49. What was novel about the experiment in the study reported in Science?

- A) The animals used received no training.
 - B) It used a number of colors and shapes.
 - C) It was conducted by experimental psychologists.
 - D) The ducklings were compared with other animals.
50. What do we learn from Dr. Wasserman's comment on the study of animal minds at the end of the passage?
- A) It is getting more and more intricate.
 - B) Research methods are being updated.
 - C) It is attracting more public attention.
 - D) Remarkable progress is being made.

Passage Two

Questions 51 to 55 are based on the following passage.

The suggestion that people should aim for dietary diversity by trying to eat a variety of foods has been a basic public health recommendation for decades in the United States and elsewhere. Now, however, experts are warning that aiming for a diverse diet may actually lead to just eating more calories, and, thus, to obesity. One issue is that people may not interpret "variety" the way nutritionists intend. This problem is highlighted by new research conducted by the American Heart Association. Researchers reviewed all the evidence published related to dietary diversity and saw a correlation between dietary diversity and a greater intake of both healthy and unhealthy foods. This had implications for obesity, as researchers found a greater prevalence of obesity amongst people with a greater dietary diversity.

One author of the new study explained that their findings contradict standard dietary advice, as most dietary guidelines around the world include a statement of eating a variety of foods. But this advice does not seem to be supported by science, possibly because there is little agreement about the meaning of "dietary diversity," which is not clearly and consistently defined. Some experts measure dietary diversity by counting the number of food groups eaten, while others look at the distribution of calories across individual foods, and still others measure how different the foods eaten are from each other.

Although the findings of this new study contradict standard dietary advice, they do not come as a surprise to all of the researchers involved. Dr. Rao, one of the study authors, noted that, after 20 years of experience in the field of obesity, he has observed that people who have a regimented lifestyle and diet tend to be thinner and healthier than people with a wide variety of consumption. This anecdotal evidence matches the conclusions of the study, which found no evidence that dietary diversity promotes healthy body weight

or optimal eating patterns, and limited evidence shows that eating a variety of foods is actually associated with consuming more calories, poor eating patterns and weight gain. Further, there is some evidence that a greater variety of food options in a single meal may delay people's feeling of fullness and actually increasing how much they eat.

Based on their findings, the researchers endorse a diet consisting of a limited number of healthy foods such as vegetables, fruits, grains, and poultry. They also recommend that people simultaneously endeavor to restrict consumption of sweets, sugar and red meat. The researchers stress, however, that their dietary recommendations do not imply dietary diversity is never positive, and that, in the past, diversity in diets of whole, unprocessed food may have actually been very beneficial.

51. What has been a standard piece of dietary advice for decades?

- A) People should cultivate a healthy eating habit.
- B) People should have a well-balanced diet.
- C) People should diversify what they eat.
- D) People should limit caloric intake to avoid obesity.

52. What did the new research by the American Heart Association find?

- A) People seeking dietary diversity tend to eat more.
- B) Big eaters are more likely to become overweight.
- C) Dietary diversity is positively related to good health.
- D) Unhealthy food makes people gain weight more easily.

53. What could help to explain the contradiction between the new findings and the common public health recommendation?

- A) Most dietary guidelines around the world contradict one another.
- B) Conventional wisdom about diet is seldom supported by science.
- C) The methods researchers use to measure nutrition vary greatly.
- D) There is little consensus on the definition of dietary diversity.

54. What did Dr. Rao find after 20 years of research on obesity?

- A) Dietary diversity promotes healthy body weight.
- B) Eating patterns and weight gain go hand in hand.
- C) Diversified food intake may not contribute to health.
- D) There is no clear definition of optimal eating patterns.

55. What does the passage say about people who eat a great variety of food?

- A) They tend to consume more sweets, sugar and red meat.
- B) They don't feel they have had enough until they overeat.
- C) They don't have any problems getting sufficient nutrition.
- D) They are more likely to eat foods beneficial to their health.

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Passage One

Questions 46 to 50 are based on the following passage.

Passage Two

Questions 51 to 55 are based on the following passage.

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Passage One

Questions 46 to 50 are based on the following passage.

Passage Two

Questions 51 to 55 are based on the following passage.



Passage One

Questions 46 to 50 are based on the following passage.

Passage Two

Questions 51 to 55 are based on the following passage.



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